

**Standard 3-1: The student will demonstrate an understanding of places and regions and the role of human systems in South Carolina.**

**3.1.2** Interpret thematic maps of South Carolina places and regions that show how and where people live, work, and use land and transportation. (G, P, E)

**Taxonomy Level:** B 2 Understand / Conceptual Knowledge

**Previous/future knowledge:**

In Kindergarten, students studied locations on a map (K-5.1).

In first grade, students learned basic map symbols and cardinal directions and also identified familiar areas on a simple map (1-2.1).

In second grade, students learned to recognize geographic features and natural resources of the local area (2-2.2) on a map and also characteristics of the local region (2-2.2).

Earlier in third grade students learned to identify on a map the location and characteristics of significant physical features of South Carolina (3-1.1).

In the future, students will learn how people live, work, and use land and transportation throughout the state. Indicators in both third and eighth grade will address early settlement, colonization, the antebellum period, the late nineteenth century, the early twentieth century, and contemporary South Carolina. Thematic maps should be used consistently to interpret social, historical, economic, political, and geographic concepts. Recurring themes in third and eighth grade, such as settlement, migration, population distribution, agriculture, transportation, and land use, support the use of thematic maps as part of instruction.

Students will also have opportunities in other grade levels to interpret thematic maps to understand content. Maps should be used to show the spread of civilization, religions, and political alliances.

**It is essential for students to know** how to interpret information from a thematic map. This includes making inferences about map content that includes population distribution, land use, and highway and interstate systems in South Carolina. Students should know how to use map elements such as legend, orientation, grid, and scale to help interpret a map. Students should also be exposed to a variety of maps that use different symbols to represent information such as dot density maps and choropleth maps. A choropleth map uses color or shading to show data. For example election maps show red states and blue states as Republican and Democrat.

Students should use maps to understand the relationship of major South Carolina industries to geography, such as tourism being located predominantly on the Atlantic coast.

Students should also be familiar with interpreting thematic historical maps representing the various time periods in South Carolina history so that students understand that where people live, work, and how they use land and transportation changes over time. This element of indicator 3-1.2 may be incorporated into later 3<sup>rd</sup> grade standards and indicators related to South Carolina history.

**It is not essential for students to know** how to create their own thematic maps.

**Assessment Guidelines:** Appropriate assessment of this indicator would require students to *interpret* thematic maps that show information about a place, a time, or an event; therefore, the primary focus of

assessment should be to change one form of presentation, like a description or drawing, into a map that shows the information. However, appropriate assessments should also require students to ***interpret*** information and ***utilize*** the map legend.

DRAFT